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ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to give them an understanding of the conditions that need to exist within a school for that school to assume an effective role as change agent with regard to students' sex role and occupational choices. Contents include a leader's script (material to be presented) and two handout masters (a mini rating sheet on where the school stands concerning sex fairness and notes on necessary conditions for facilitating change in a school). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

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PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

MY SCHOOL'S ROLE AS A CHANGE AGENT

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE025205

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

The purpose of this packet is to give school personnel an understanding of the conditions that need to exist within a school for that school to assume an effective role as change agent. With this understanding, each member of a school staff can positively influence a school to become a change agent for the expandsion of option choices as students prepare for tomorrow's world.

This packet was designed to be used alone, in combination with other packets, or to supplement existing in-service units. It was developed to stimulate thought as well as to present information. Its effectiveness will be determined by your group's discussion and participation.

Included in this packet are:

1. A Leader's Script. This script has action guide notations in the right-hand column.

2. Two handout masters:
   .Where My School Stands Concerning Sex Fairness--
   A Mini Rating Sheet
   .Necessary Conditions for Facilitating Change
   in a School

Copies of these handouts for distribution can be made by using any copying machine or by using a Thermofax machine to make ditto masters.

A suggested general format for this in-service unit is:

1. Before the presentation the leader should become familiar with the script, making modifications to fit your audience or speaking style.

2. The leader reads the script to the group, incorporating the action guide notations on the right-hand column when appropriate.

3. The leader guides group activities and discussion as noted in the script.

We as educators are comfortable with being change agents on a one-to-one basis. After all, it's always been part of our job. We are accustomed to bringing about changes within our students--in the amount of knowledge they acquire, in their view of themselves, in their logical thought processing, in their skill levels, in how they relate to others. Good teachers are successful at serving as a stimulus (sometimes even as an irritant!) to bring about change in students, bringing them ever closer toward the learning goals we have set for our classes.

Currently our educational system is attempting to prepare students for a world of tomorrow which will be different from today's world--and vastly different from yesterday's world. These differences reflect how rapidly American society is changing, presenting a continual challenge to keep up. Schools are meeting this challenge by expanding option choices for students, so they have broader resources to draw upon in their tomorrows. Our first reaction, in viewing ourselves as individual change agents for expanding options, is to add another set of student learning goals to our lesson plans, such goals as:

.providing the same learning activities and projects for both females and males

.encouraging similar behavior from males and females

.helping students identify sex discrimination and stereotyping in their education and personal lives

.assisting students to clarify their sexist values

.increasing student awareness of changing adult role demands

.increasing student awareness of non-traditional occupational and/or family options now open

These goals are a necessary first step. But that's not carrying our role far enough. Sex fairness and expanding options for male and female students need to extend beyond the walls of individual classrooms and the activi-

ties within those walls. For the school to be effective as a change agent, the approach must also permeate the structure and operation of the total school system. Structured as an open, equitable institution, the school has a profound impact on individual learning going on within it. The influence of a school, furthermore, reaches far beyond its physical environs, affecting the attitudes of parents and community groups with whom it comes in contact.

Pushing our school to become a change agent for sex fairness and for expanding option choices often seems an impossible task. A school is an organization--and organizations seem complex and beyond any influence which we as individuals can exert. It is true that some of the forces for a particular organizational change may be beyond our control. However, it is equally true that each of us has the power to influence many organizational changes.

Let's first take a rough measure of your school's need to improve its sex fairness image. I will hand out a mini rating sheet: "Where My School Stands Concerning Sex Fairness." Then we will take a few minutes for you to respond as to how you see your school. ---***---

*** Pass out rating sheet; allow time to complete

In this rough measurement just completed, if you saw your school as already taking corrective actions plus additional steps to create positive change in all aspects of the school's program, your school is already assuming a role as change agent. But if you found aspects you could mark N--change is still needed--, your school still has room to become more effective as a change agent. What can you as an individual do in your school to make it more effective?

A starting point is to consider the seven conditions that can facilitate change in schools and communities. I'm handing out a sheet that lists these seven conditions. ---***--- We will look at these conditions separately to gain an understanding of why a condition is necessary, how to recognize when

*** Pass out "Necessary Conditions for Facilitating Change in a School"

a condition is present, and how to make a conditions present if currently absent. As we explore these seven conditions, keep these questions in the back of your mind: Is this particular condition present at my school? If present, does it need to exist at a stronger level? What can I do to bring about this condition, or to strengthen it?

The first necessary condition--if your school is to take more constructive steps in expanding options for students--is that administrators, teachers staff, and board members reach agreement that change is needed! As a member of the school "team," each needs to realize that yes, schools impose limits on students by assuming that girls and boys possess different built-in sets of skills, abilities, interests, and values, and therefore each sex should be tracked toward preparing for different occupations and future life roles. And these members of the school team need then to accept that it is part of the school's responsibility to provide students of both sexes with the living skills that will help them cope with rapid changes in their world.

If administrators, teachers, staff, and board members are not in agreement about the need to expand student options, it's extremely difficult to plan and instigate effective action strategies toward that end. Without the cooperation and support of others, your efforts cannot be as far-reaching as you desire.

It is easy to tell if cooperation and support are or are not present. Merely listen to colleagues' reactions as you talk about your efforts. Is there interest? enthusiasm? support? Or is there disinterest? joking? empty promises of support? If the latter reactions are the more common ones, your school needs to spend time with awareness activities.

A vital part of any awareness activity is to provide time for individuals to absorb and think through the views being presented. One awareness approach is to talk about problems that have been of concern in the past. These could

include such things as:

.Boys who cannot read

.Girls more interested in flirting than in school work

.Depression in men or women who hate their work

.Work poorly done because people have been pushed into things they have been unable to do well

.Loss of talent through channeling people away from things that they may do well

.Heart attacks and ulcers in men

.Increased divorce rate, closely related to clashes between people's perceptions of what their world should be and what it actually is

The problems you place on your list will reflect the concerns in your school. Emphasize the concept that as personnel strive for sex fairness and expanding option choices, they are also taking a new slant toward solving some of these old problems.

A second awareness approach often used is to document differential treatment of male and female students and personnel. These findings are then disseminated. Whatever awareness approach appears best for your school, involvement of lots of different personnel in the process is a key in moving toward a consensus.

But reaching consensus in a school that there is a need to create expanded option choices for students still is not enough. School personnel also need to acquire an understanding of what behaviors and treatments socialize male and female students differently. Only with this understanding can personnel recognize their unconscious actions that limit student choices. Only with this understanding can personnel recognize how society has carefully molded students so they are unconsciously limiting their own choices. From this understanding, personnel can plan actions to counter limiting forces. From this understanding, the new slant can be used effectively toward solving the old problems

in your school.

The knowledge of how differential socialization operates is fairly recent. Thus many educational personnel need to develop the skill of recognizing and identifying sex discrimination and sex bias. After identification comes learning ways to counteract those limiting messages that have been and are being sent to our students. There are a multitude of ways to increase understanding in your school--inservice training programs, individual reading and studying, coffee room discussions, disseminating of relevant material, classroom/school observation with feedback, or whatever opportunity presents itself in your setting's particular situation.

Perhaps the single most important ingredient for institutional change toward sex fairness is strong leadership--leadership committed to the goal of expanding option choices for students. Such leaders generate enthusiasm to expend the effort necessary to create change. They communicate a vision of how change will better prepare students to cope with tomorrow's world. They communicate a vision of how change can correct some of the old problems. Most important, they communicate a vision that change is feasible--it can be done!

The most effective leadership is that which draws from all areas. Boards of education can lead by providing policy changes essential for expanding options. Administrators can lead by supporting, or even initiating activities and programs utilizing the expanding options slant. Teachers and counselors can lead by taking active steps to expand efforts with their students during daily contact. Community groups can lead by taking positive measures to let schools know of their support and to cooperate as much as possible in the expanding option choices slant.

What if there doesn't appear to be any leadership in your school for expanding options? Start by being a leader yourself. Or if the leadership role doesn't fit you, think of people who are usually the leaders in your

school and community. Then try to influence them by some of the same change-agent strategies that you as a teacher use routinely on a one-to-one basis. Your goal is to move the leaders toward commitment for expanding option choices for students.

Suppose your school has consensus, understanding, and even committed leadership. Your school is now ready to take active steps toward expanding option choices for students. The goal of expanding option choices is still generalized and has many fronts you can attack. To plan definite action steps, you need concrete goals, against which you can measure the progress you have made toward attaining them.

A planning committee is faced with determining concrete goals the school will move toward. Any time a school tries a new slant or new approach, there is always an element of frustration until personnel become accustomed to thinking in the new direction. The new slant takes conscious effort. So to keep everyone's spirits up, first try the expanding options approach on an old problem that has been of concern at your school. Suppose businesses have been hounding your school for non-traditional graduates from one of your programs, but you have not been able to satisfy their requests because you haven't been overwhelmed with students wanting to take this training. In this case, one of your first concrete goals might be to use the business resources to aid in recruiting non-traditional students into the program.

You may want to investigate the "how to" steps other schools have found most effective when confronted with a similar situation. What "how to" steps were taken by Trident Technical College to increase enrollment of women in engineering technology from 26 to 97 in a single year? By Lane Community College to recruit women into their skilled trades and industry offerings? Are any of these activities which others found effective adaptable to your program in your school? If so, you may want to identify a similar activity

in meeting your goal of using business resources to aid in recruiting non-traditional students. If no "how to" steps used by other schools are feasible in your situation, identify activities that would work for you. Could non-traditional workers from interested businesses be part of visits to feeder schools? Your input into career days? Exploration days at your school? Publicity releases about your program?

Whatever has been of most immediate concern in your school, make your expanding-options planning goals to meet this concern first. Then, as thinking in the expanding-options slant becomes second nature, your school is ready to set goals and identify actions that meet concerns lower down on your school's priority list.

Once a school has a plan that includes specific goals with specific activities designed to achieve those goals, the next necessary condition is acting on the plan. But a school can't act unless it first allocates the necessary human and financial resources for action. For many schools, finding resources is a stumbling block. However, the resources which an individual school must itself provide can be reduced by taking advantage of aids available outside the school system. Businesses may assist by allowing their employees to serve as human resources. As another cost-cutting measure, the Kansas State Department of Education has aided by developing inexpensive materials which schools may use. Finally, your school would be wise to master the skills of proposal-writing as a means for tapping further available resources.

Last of all, document your remaining resource needs to present in the proper channels. An effective strategy for increasing the resource allocation for expanding options is to spread the word of the positive results achieved by previous human and financial resource expenditures.

As a plan moves into action, the results will be much more positive if

personnel invclved in the activities receive the additional knowledge and skills necessary to provide quality action. Push for your school to support staff development efforts and to reinforce personnel who continue to increase their knowledge and skills in meeting changing roles.

The final necessary condition for a school to be an effective change agent for expanding options is not to stop after meeting one or two goals or doing three or four activities. Build into your school's expanding options plan a system for recognizing progress and individual personal efforts. Remember to remain flexible so ongoing plans can incorporate additional fronts as other personnel become motivated to contribute. As any old-time Kansan will tell you, each added limestone block will add strength to the foundation on which you're building. And each limestone block gains strength as it becomes weathered by the elements. Let us build strong bases for Kansas schools to become change agents for expanding options for their students. Each one of us can contribute to building in the seven conditions for change within our schools.

"But the seven steps presented all at once seem so overwhelming. Where can I start?" Let's get some clues to where you can start in your school. Pull out your handout titled "Necessary Conditions for Facilitating Change in a School." Take a minute or two to glance over it again. Is there anyone who would like to make comments on any of the conditions?

---***--- (PAUSE. YOU MAY WISH TO ELICIT COMMENTS FROM GROUP MEMBERS ON QUESTIONS ASKED.)

*** Group Discussion

Notice the blanks on the right-hand side of the handout. Think about your school in terms of the seven conditions. Then rank-order the conditions as you see them in your school. After the condition you think is most prevalent in your school, put a 1. After the condition you think is least prevalent, put a 7. Then rank the other conditions in order between these two.

(PAUSE WHILE PARTICIPANTS DO RANK ORDERING.)

This ranking can give you a clue to where you can start. Select one of the conditions to which you gave a 5 or 6 or 7. Your efforts to build this condition in your school will provide the strategic foundation blocks for your school to become an effective change agent.

(NOTE: THE FOLLOWING EXERCISE IS OPTIONAL AND CAN BE ADDED IF TIME ALLOWS. IF THE GROUP IS SMALL, YOU MAY WANT TO REMAIN A UNIT. IF THE GROUP IS LARGE, THE FLOW OF IDEAS WILL BE INCREASED BY DIVIDING INTO SUB-GROUPS. SUB-GROUPS CAN BE FORMED BY SEVERAL METHODS. A SUB-GROUP CAN INCLUDE PARTICIPANTS GIVING A PARTICULAR CONDITION THE SAME RANKING OF 7. A SUB-GROUP CAN INCLUDE PARTICIPANTS FROM THE SAME SCHOOL. A SUB-GROUP CAN INCLUDE PARTICIPANTS WITH THE SAME POSITION IN THEIR SCHOOLS--TEACHERS, COUNSELORS, ADMINISTRATORS, OR SCHOOL BOARD MEMBERS.)

Let us select just one condition: the one we would most like to build within our school setting. (ANY INFORMAL SELECTION PROCESS WITHIN EACH GROUP IS ACCEPTABLE.) Then let us brainstorm together ways that we as individuals can contribute to this foundation block. Remember, brainstorming means generating as many ideas as possible within a short amount of time. So share any thoughts, no matter how impractical or unworkable they may seem. Your ideas may stimulate others to contribute very feasible actions. Have a member of your group record the group's ideas. Be sure this report includes naming the condition your group concentrated on. After ten minutes, I will collect the group reports and post them so we all can share our ideas with members of other groups.

(IF OPERATING AS A SINGLE GROUP, RECRUIT A PARTICIPANT TO RECORD IDEAS ON A BLACKBOARD OR AN EASEL.)

HANDOUT MASTERS

"WHERE MY SCHOOL STANDS CONCERNING SEX FAIRNESS"
A MINI RATING SHEET

Most change toward sex fairness in schools occurred after June, 1975, when Title IX regulations became effective. Think about your school back then and now. How much progress do you see? (Check one)

____ Little progress made

____ In-depth self-evaluation made, appropriate corrective actions planned and/or underway

____ Corrective actions taken, plus additional steps to create positive change for sex fairness in all aspects of the school's programs

Following are different aspects that your school may be concentrating on in becoming more sex fair. These aspects have been split into two groups: (1) sex fairness in student activities and programs and (2) sex fairness in employment policies and practices. In each group, put a P before the two aspects in which you feel your school has made the greatest progress; put an N before the two aspects where you feel the greatest change is needed.

STUDENT ACTIVITIES AND PROGRAMS

____ Access to courses or programs
____ Efforts to balance one-sided enrollment programs
____ Instructional materials and activities
____ Facilities and equipmemt
____ Athletics and competitive sports
____ Counseling and guidance
____ Student organizations
____ Cooperative work experience and job placement
____ Student awareness
____ Student regulations
____ Scholarships
____ Graduation requirements
____ Parent and community awareness

EMPLOYMENT POLICIES AND PRACTICES

____ Hiring and selection of staff
____ Fringe benefits
____ Leave of absence/sabbatical
____ Maternity leave provisions
____ Promotion policies and practices
____ Salaries for equivalent positions
____ Tenure policies and practices

NECESSARY CONDITIONS FOR FACILITATING CHANGE IN A SCHOOL

1. Achieving consensus that sex discrimination and bias do exist in education and need to be alleviated. ____

2. Developing understanding of the sources of sex discrimination and bias in education and their possible effects. ____

3. Possessing leadership that is committed to, and an effective spokesperson for, the change goals. ____

4. Identifying specific observable change objectives and developing model "how to" steps for meeting those objectives. ____

5. Allocating human and financial resources toward the desired change. ____

6. Acquiring the new knowledges and skills the change requires educational personnel to possess. ____

7. Developing programs to recognize and reinforce progress toward change. ____

Notes: Handouts are adaptations from--
Kaser, Matthews and McCune. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, the Vocational Educator's Role
(HEW-Office of Education, Washington, D.C.)
September, 1978